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IDENTIFIERS	Laos

ABSTRACT

The materials status report for Lao is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching various languages to English speakers. The report consists of: (1) a brief narrative description of Lao, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations each consisting of a general description (including publication information), an overview of the contents, statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

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ED262605

Language/Area Reference Center

Materials Status Report

LAO

November, 1985

Center For Applied Linguistics
1118 22nd Street, NW
Washington, D.C. 20037

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Materials Status Reports - General Description

This Materials Status Report is one of forty-one prepared by the Language and Area Reference Center, Center for Applied Linguistics, for the members of the Interagency Language Roundtable, under Contract No. 1735-507041 between CAL and the Foreign Service Institute, Department of State.

The purpose of the reports is to provide the non-specialist with a picture (as of 1985) of the availability and quality of texts teaching the language(s) to English speakers. Reports have been prepared for the following languages:

Afghan Persian (Dari)	Bengali	Indonesian	Sinhalese
Afrikaans	Berber (all dialects)	Kongo	Somali
Amharic	Bulgarian	Kurdish	Shona
Arabic/Libyan	Burmese	Korean	Slovak
Arabic/Saudi	Cambodian	Lao	Tagalog
Arabic/Gulf	Czech	Malay	Thai
Arabic/Sudanese	Dutch	Mongolian	Tigrinya
Armenian	Finnish	Ngala	Uigur
Azerbaijani	Hausa	Pashto	Vietnamese
Baluchi	Hindi	Portuguese	Xhosa
			Zulu

The Materials Status Reports consist of:

1. A one- or two-page narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of programs, linguists who have worked on the language, native speakers, and other information of use to the individual or agency planning a course in the language.

2. A bibliography of materials, grouped as follows: Basic Level Teaching Materials; Advanced Level Teaching Materials; Refresher/Maintenance Materials; Reference Materials; and Dictionaries. The terms "basic level" and "advanced level" are defined by the government-wide proficiency levels: materials bringing the student to proficiency level 2 in speaking and/or reading are categorized as "basic", whereas materials bringing the student to levels higher than 2 are categorized as "advanced". The dictionaries listed are bilingual dictionaries with English as one of the languages. Materials are categorized according to our evaluators' judgment as to their best use in classes today, and not according to the authors' intentions; e.g. a good traditional grammar-translation text will be categorized as reference, rather than as basic teaching materials.

All materials known to us are listed in the bibliography. For the more uncommon languages, e.g. Uigur, all sources have been evaluated (if we were able to find them). For the more common languages, e.g. Finnish, we did not evaluate pre-World War II materials except for widely-acknowledged classics. Unevaluated materials are listed alphabetically by author at the end of the bibliography.

3. Individual materials evaluations for each of the texts listed in the bibliography. A particular evaluation consists of a general description, including publication information, an overview of the contents, and statements about the quality of the language used; a "meta-criteria" form by which the general quality of the text, in terms of language taught and overall quality of presentation, are evaluated. More specific information is presented, on following forms, for those texts which have been judged to be of reasonable quality. The evaluations have been made by native speakers of the languages, and by linguists/language teachers recognized for their knowledge of the languages.

We have discovered, in the process of developing the Materials Status Reports, that the same set of materials will frequently appear under different editions and reprintings, and also under different titles, different publishers, and even different authors. In these cases, we generally choose the most recently appeared set for evaluation, and discuss the publication history on the description page of the individual evaluation. Occasionally, we are aware of later editions from the one we have access to; the existence of the later edition is also mentioned on the description page.

The Materials Status Reports are available from the ERIC Document Reproduction Service.

Center for Applied Linguistics/LARC
Materials Evaluation - 1985 LAO
Materials Status Report - Narrative

Language, dialects, standards. Lao is the offical language in Laos, where it is the native language of about half the population. There are two prestige dialects, that of Vientiane and that of Luang Prabang; the Vientiane standard is the one most often appearing in print. Lao is very close to Thai; a Lao speaker can, with a little work, understand Thai.

Writing system. Lao has a unique alphabet, based on the Thai alphabet with modifications in characters. The alphabet "fits" the spoken language quite well, and written Lao does not differ markedly from spoken Lao. Lao typewriters are available - Olympia makes them - but to our knowledge there are no typesetting facilities in the United States, nor has there been an attempt to develop computer type fonts for Lao. Most publications in Lao in the United States are hand-written.

Difficulty for English-speaking learners.

Phonology: Difficult. Lao has several tones: each word must be learned with its appropriate tone. Lao also has short and long vowels. Consonants present no special problems.

Syntax: Relatively easy at the outset. Lao is SVO, with no inflections. Word order in more complex structures is very difficult.

Vocabulary: Very difficult. Some cognates with French and English, but these are obscured by phonological alterations to make them fit Lao syllable structure.

Writing system: Very difficult to learn to start with; but once the system is learned, presents no problems.

Usable existing texts.

Basic level: Yates, Lao Basic Course, Vols. I and II
Yates, Programmed Lao Reader
Advanced level: none
Refresher/maintenance: none
Reference: none
Dictionaries: Kerr, Lao-English Dictionary
Electronic materials: none

Existing programs, classes. Capability at DLI, FSI. Capability at University of Hawaii-Manoa.

Native speaker availability. Several thousand Lao refugees in the United States; none to our knowledge with linguistics training.

Linguist resources. Warren G. Yates, FSI ret.; Thomas Gething, U. of Hawaii-Manoa. Most Thai linguists can put on a Lao program.

Basic Level Teaching Materials

Beery, Galen. Basic Spoken Lao in 16 Lessons. Rutland, VT: C.E. Tuttle Co., 1977.

Hoshino, Tatsuo. Lao for Beginners. Rutland, VT: C.E. Tuttle Co., 1981.

Roffe, G. Edward and Thelma W. Roffe. Spoken Lao. Washington, DC: American Council of Learned Societies, 1956-58.

Yates, Warren Grice and Souksomboun Sayasithsena. Lao Basic Course, Vols. I and II. Washington, DC: Foreign Service Institute, 1970.

Yates, Warren G. Reading Lao: A Programmed Introduction. Washington, DC: Foreign Service Institute, 1974.

Advanced Level Teaching Materials

none

Reference Materials

U.S. Army. 500th Military Intelligence Group. A Guide to The Pronunciation of romanized Siamese and Lao. n.p. Translation Section, 500th Miitary Intelligence Group, 1956.

Dictionaries

Boummy, Soukbandith. Modern English-Lao, Lao-English Dictionary. San Diego, CA: dist. by Kongseng Soukbandith, 1983.

Kerr, Allen D. Lao-English Dictionary. Assisted by Sing Bourommavong and others. Washington, DC: Consortium Press, Catholic University of America Press, 1972, 1973.

Marcus, Russell. English-Lao, Lao-English Dictionary. Rutland, VT: C.E. Tuttle Co., 1970.

Electronic Materials

none

Materials Not Evaluated

Boonyavong, Boon Thom. English-Lao Dictionary. Vientiane, Laos: Lao-American Association, 1962. [367p]

Collins, D.G. An English-Laos Dictionary. 2nd ed. Westmead, Farnborough, England: Gregg Intl. Publishers, 1972. [237p] [Reprint of 1906 ed]

INDIVIDUAL MATERIALS EVALUATION

Basic Course Materials

Beery, Galen. Basic Spoken Lao in Sixteen Lessons. Rutland, V.T.: Charles E. Tuttle Company, 1977.

Specific language/dialect taught: Lao, Vientiene dialect

Type of text: beginning lesson book

Publication information: first published in 1973 in Laos. 1985 price $3.00. Copy at CAL.

Intended users: beginning English-speaking students

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: in Lao script, with English-letter transcription

Physical quality of book: okay. Pamphlet-like, photocopied.

Editorial quality of target language: okay

Editorial quality of English: okay; misprints.

Overall organization of text:
16 one-page lessons, consisting of vocabulary, transcribed, then glossed into English; sentences using the vocabulary (usually in dialogue form; grammar and cultural notes.
Chart and very brief description of written Lao
English-Lao glossary (Lao presented in script and transcription

Vocabulary areas covered: non-specific

General comments: Lao tones are not indicated in the transcription; transcription not consistent.

CPT page label: LAOBEERA1

LARC staffer: B&K

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

LAC
(lg) Barry, Basic
(text) Spoken LAO

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			Vientiane Dialect acceptable to educated native speakers
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?			✓ ✓ ✓	IT is so poorly organized and presented it does not fulfill any of its goals
Are the materials usable in language teaching contexts?	•	•	✓	

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: This short volume contains some useful everyday words and sentences, but doesn't provide any satisfactory method for learning them. The total lack of consistency in dealing with the pronunciation of LAO (do it anywhere you like they'll probably understand you) is unforgivable.

Evaluator: W. G. Yates Date: 10-9-85

Lao
DOD, Language Familiarization

Educational Services for the Department of Defense. Lao Language Familiarization Manual. Washington, DC: Educational Services, 1960.

Specific language/dialect taught: Lao, Luang Prabang dialect

Type of text: Basic level teaching materials

Publication information: out of print [PL4251.L3E3]

Intended users: English-speaking military personnel

Format: book with records

Overall grammatical/pedagogical approach: none

Presentation of language: Lao script and English-based transcription

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
Introduction tells how to use the phrasebook.
Pronunciation hints--(naive) presentation of sounds (very naive)
General Expressions, all first in English, transcription and finally, Lao
Personal needs (food, amusements, hotel, restaurant)
Time, numbers, colors
Communications
Transportation
Military terms
Geographic terms
Appended: International road signs

Vocabulary areas covered: general expressions, tourist concerns, military concerns.

General comments: Questions are given, with English equivalents, but no answers.

CPT page label: LAOEDUCA

LARC staffer: BBR

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) LAO
(text) Dict, Language Familiarization

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			Luang Prabang Dialect, acceptable to educated native speakers
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?			✓ ✓ ✓	useful list of expressions, but not designed to be taught
Are the materials usable in language teaching contexts?	•	•	✓	

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Small book of useful expressions but not a textbook for teaching language. Listening to Two Lao playing recorded would not teach one to use the expressions given.

Evaluator: W. G. Yates Date: 10/14/85

Hoshino, Tatsuo and Russell Marcus. Lao for Beginners. An Introduction to the Spoken and Written Language of Laos.

Specific language/dialect taught: Lao, Vientiane dialect

Type of text: beginning course

Publication information: Some material in the book was first published in 1973 in Laos. 1985 price $13.50. Copy at CAL.

Intended users: beginning English-speaking students of Lao

Format: book

Overall grammatical/pedagogical approach: audio-lingual

Presentation of language: Lao script, with consistent English-letter transcription

Physical quality of book: good

Editorial quality of target language: all right - some non-nativisms

Editorial quality of English: excellent

Overall organization of text:

Part 1: Introduction to phonetic system
12 lessons, each consisting of substitution exercises (substituted elements presented in chart form, in script, transcription, and literal English translation); vocabulary exercises (160 common words illustrated in sentences); text (dialogue, in script, transcription, and idiomatic English).

Part 2: 16-page presentation of Lao grammatical structure, focusing on parts of speech. Grammar presented in chart or short-statement form, with examples given in transcription and glossed into English.

Part 3: How to Read Lao - 12 lessons explaining the system, then presenting symbols, with diagrams for handwriting and contrast exercises.

Answer key to exercises in Part 3

Part 4: Lao-English Glossary, in English alphabetical order. Words are given in transcription, then glossed, then rewritten in script.

Vocabulary areas covered: standard newcomer situations

General comments: book is intended as a companion to Marcus' dictionary.

CPT page label: LAOHOSHA1

LARC staffer: BBR

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) LAO
(text) Hashno, LAO for Beginners

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			Vientiane dialect, acceptable, educated native speakers
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?			✓ ✓ ✓	Poorly organized, won't reach text goals
Are the materials usable in language teaching contexts?	•	•	✓	(See below)

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

There is a great deal wrong with this text. By presenting Lao orthography, a transcription, and everything in boxes it is difficult to find your way around. The second section about Lao grammar is mostly a translation of words arranged in classes. The last section on Lao orthography is completely confusing. By attempting to avoid using letters that are not on a standard English typewriter they have concocted a transcription system that is not very accurate and is confusing. There is some useful information in the text, but it is not designed well pedagogically.

Evaluator: W. G. Yates Date: 10/7/85

Roffe, G. Edward and Thelma W. Roffe. Spoken Lao. American Council of Learned Societies Program in Oriental Languages, Publicatins Series B, No. 7. Washington, DC: American Council of Learned Societies, 1956.

Specific language/dialect taught: Lao, mostly Vientiane dialect

Type of text: Basic level teaching materials

Publication information: Out of print [PLA251.L3R6, books 1 and 2]

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: audio-lingual

Presentation of language: transcription and Lao script

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
26 units, containing:
1. Basic sentences (with notes on pronunciation, buildups) (translations)
2. Word study (more vocabulary, phrases, notes)
3. Review of basic sentences (exercises, discussion)
4. Listening In (with native speaker)
5. Conversation (dialogues with no translation, in transcription and script)
6. Conversation (topics given in English)

Vocabulary areas covered: newcomer situations, geography, cultural concerns

General comments:

CPT page label: LAOROFFA

LARC staffer: BBR

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) LAO
(text) Reffe, Spoken LAO

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			Mostly Vientian Dialect, acceptable to educated native speakers
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			generally well organized and presented
Are the materials usable in language teaching contexts?	✓*	*		Could be used as an introductory Text

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: The methodology of this text is dated, as is some of the vocabulary, but it is basically a sound text as far as information of the language and culture is concerned

Evaluator: W. G. Yates Date: 10/16/85

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) LAO
(text) Raffe, Spieker LAO

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓				✓
Presentation, explanation of basic grammatical structures	✓					✓
Development of accurate pronunciation	✓					
Development of automaticity, fluency		✓				✓
Development of appropriate range of vocabulary		✓				✓
Presentation of cultural and functional information		✓				✓
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills						✓

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) LAO
(text) Rolle, Spoken LAO

	Y	S	N
Do the materials appropriately integrate the use of English in class?		✓	
Are the materials likely to be visually appealing to the student?			✓
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?			?
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?	✓		

Comments: This text has the advantages and faults of the audio-lingual approach: (doesn't teach coping skills, limited Comprehensible input, etc). The advantages are that it is concerned with correct pronunciation and grammar and seeks to inculcate them.

Evaluator: W. G. Yates Date: 10/26/85

Y = yes; S = somewhat; N = no

Yates, Warren G. and Souksomboun Saya-
sithsena. FSI Lao Basic Course, Vol. I.
Washington, D.C.: Foreign Service
Institute, Department of State, 1970.

Specific language/dialect taught: Vientiane dialect of Lao

Type of text: basic course materials

Publication information: Available through Spoken Language Services, Inc. 1985
price $10. for Vol. I and Vol. II (evaluated separately)
Copy at CAL.

Intended users: beginning English-speaking students of Lao

Format: book

Overall grammatical/pedagogical approach: "microwave" (essentially audio-lingual, with more emphasis on communicative use of the language)

Presentation of language: in transcription

Physical quality of book: excellent

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
86 cycles, very short lessons consisting of 1) phase in which student learns a phrase or point of grammar; and 2) phase in which student uses the material presented in the first phase to communicate. Phase 1 presents material in transcription, with English glosses of words and sentences, notes in English on grammatical and cultural points, and self-examination questions in English (answer key included. Where useful, notes on teaching are presented, in Lao (script), to the

Vocabulary areas covered: general newcomer situations

General comments: Text is intended as "a set of guidelines for conversational interplay between students and their native-speaking Lao instructor".

CPT label: LAOYATEA1

CAL staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

LAO

Yates, Lao Basic Course Vol. I

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	x			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	 x x x			
Are the materials usable in language teaching contexts?	* x	*		

* Specific language-teaching context

Basic Courses	x
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Evaluators: Barbara Robson
Saly Chittavoravong

Center for Applied Linguistics/LARC
Materials Evaluation - 1985 LAO
Individual Text Evaluation
Basic Course Material Evaluation - 1 Yates, Lao Basic Course, Vol. I

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	x					x
Presentation, explanation of basic grammatical structures	x					x
Development of accurate pronunciation	x					
Development of automaticity, fluency	x					x
Development of appropriate range of vocabulary	x					x
Presentation of cultural and functional information	x					x
Development of encoding, decoding skills (in non-roman alphabets)						x
Development of basic reading skills						x

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		x	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	x		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?	x		
Do the materials include guides for teaching?	x		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	x		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	x		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		x	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

LAO

Yates, Lao Basic Course, Vol. I

	Y	S	N
Do the materials appropriately integrate the use of English in class?	x		
Are the materials likely to be visually appealing to the student?		x	
Do the materials expose students to language material above their momentary level?			x
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			x
Do the materials include a wide range of learning activities for the student?		x	
Are the materials considered successful by current users, if any?	x		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	x		
Are lessons in the materials organized around functions to the exclusion of grammar?		x	
Are lessons in the materials organized around grammar to the exclusion of functions?		x	

Comments: Presentation of materials is nicely balanced between grammatical and functional concerns. Presentation of grammatical points is extremely lucid.

Y = yes; S = somewhat; N = no

Yates, Warren G. and Souksonboun Sayasithsena. FSI Lao Basic Course, Vol. II. Washington, D.C.: Foreign Service Institute, Department of State, 1970.

Specific language/dialect taught: Lao, Vientiane dialect

Type of text: Basic course materials, reader

Publication information: Available through Spoken Language Services, Inc., along with Vol. I.

Intended users: English-speaking students of Lao

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: in standard Lao orthography

Physical quality of book: good

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
Reading passages on geography, religion, art, politics, economics, and military affairs.

Vocabulary areas covered: see above

General comments:

CPT page label: LAOYATEB

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

LAO
Yates, Basic Course Vol. II

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			Vientiane dialect
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	X X X			
Are the materials usable in language teaching contexts?	X	•		

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	
Electronic Aids	

Comments:

Evaluator: W. G. Yates

Date: October 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

LAO
(lg)
Yates, Basic Course Vol. II
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts			✓			✓
Presentation, explanation of basic grammatical structures			✓			✓
Development of accurate pronunciation			✓			
Development of automaticity, fluency			✓			✓
Development of appropriate range of vocabulary			✓	✓		
Presentation of cultural and functional information			✓	✓		
Development of encoding, decoding skills (in non-roman alphabets)				✓		
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			✓
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

LAO
(lg)
Yates, Basic Course Vol. II
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			✓
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?	✓		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?	✓		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: This text presents an excellent variety of reading materials at the intermediate level. It also teaches a lot about Lao culture

Evaluator: G. Yates Date: October 1985

Y = yes; S = somewhat; N = no

Yates, Warren G. and Souksomboun Saya-sithsena. Reading Lao: A Programmed Introduction. Washington, D.C.: Foreign Service Institute, 1974.

Specific language/dialect taught: Lao, Vientiane dialect

Type of text: reader

Publication information: out of print. LC No. PL4251.L32 Y2 Sample at CAL.

Intended users: English-speaking students of Lao

Format: book, with accompanying tapes

Overall grammatical/pedagogical approach: none

Presentation of language: Lao script

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: excellent

Overall organization of text:
Programmed presentation keyed to instructions on tape, proceeds frame by frame. Lao writing system is taught step by step.

Vocabulary areas covered: n/a

General comments: with tapes, book is self-instructional.

CPT page label: LAOYATEB1

LARC staffer: BBR

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) LAO
(text) Yates, Programmed LAO Reader

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			Vientiane dialect acceptable To Educated Native Speakers
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			Carefully organized and presented to Teach reading of LAO Step by Step
Are the materials usable in language teaching contexts?	✓•	•		As reading adjunct

• Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: This text is well designed to teach a Student to read LAO up to the intermediate level. IT has been used at FSI for the last 10 years with good success

Evaluator: W. G Yates Date: 10 - 9 - 85

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) LAO
(text) Yates, Programmed LAO Reader

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts			✓	✓		
Presentation, explanation of basic grammatical structures			✓			✓
Development of accurate pronunciation		✓				
Development of automaticity, fluency			✓	✓		
Development of appropriate range of vocabulary			✓	✓		
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)				✓		
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			✓
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Self-Teaching

Y = yes; S = somewhat; N = no

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) LAO
(text) Yates, Programmed LAO Reader

	Y	S	N
Do the materials appropriately integrate the use of English in class?			✓
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?	✓		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: Well organized programmed instruction for learning to read LAO.

Evaluator: W. G. Yates Date: 10-9-85

Y = yes; S = somewhat; N = no

INDIVIDUAL MATERIALS EVALUATION

Advanced Course Materials

INDIVIDUAL MATERIALS EVALUATION

Refresher/Maintenance Materials

Reference Materials

Lao
U.S. Army, Guide to Pronunciation

U.S. Army, 500th Military Intelligence Group. A Guide to the Pronunciation of Romanized Siamese and Lao. n.c., n.p., 1956.

Specific language/dialect taught: Lao and Thai

Type of text: reference

Publication information: Out of print. [PL4165.U48 1956a]

Intended users: military

Format: book

Overall grammatical/pedagogical approach: structural

Presentation of language: romanization, transcription

Physical quality of book: n/a

Editorial quality of target language: very good

Editorial quality of English: excellent

Overall organization of text: [50pp]

Chapters:

1. Defense
2. Distribution of dialects
3. Linguistic classification
4. Characteristics--phonetics, morphology
5. Written forms (explanation of Thai/Lao script)
6. Romanization
7. Pronunciation
8. Sample text
9. Miscellaneous examples
10. Remarks on Siamese personal names

Bibliography, notes.
Table I: Consonants and Romanizations
Table II: Vowels and Romanizations

Vocabulary areas covered: very technical

General comments:

CPT page label: LAOARMYA

LARC staffer: McFerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) LAO
(text) U.S. Army, Guide to pronunciation

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			LAO and Thai in written form
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	*	*	✓	usable only as a guide to pronunciation

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: The text is designed to teach people to romanize Thai and LAO words in their respective alphabets. Much useful information is provided, but no clearcut decisions can be arrived at from the explanations given.

Evaluator: W. G. Yates Date: 10/16/85

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INDIVIDUAL MATERIALS EVALUATION

Dictionaries

LAO
Kerr, Lao-English Dictionary

Kerr, Allen D. Lao-English Dictionary, Vols. I and II. Washington, D.C.: Consortium Press, Catholic University of America, 1972.

Specific language/dialect taught: Lao, various written sources

Type of text: dictionary

Publication information: compiled between 1960 and 1971. Out of print. Sample at CAL.

Intended users: English-speaking learners, users of Lao

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: Lao script, with transcription

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:

Introduction, with tables and explanations of entries, and guides to use of the dictionary

Lao-English word list - ca. 27,000 entries, presented in Lao script and transcription, with grammatical and semantic notes, and equivalents and explanations in English

Vocabulary areas covered: n/a

General comments: considered best Lao dictionary available

CPT page label: LAOKERRA1

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) LAO
(text) Kerr, LAO-English Dictionary ✓

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			LAO, Written. Sources all dialects, acceptable to educated Native Speaker
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			Excellent piece of lexicography in presentation, and organization
Are the materials usable in language teaching contexts?	✓	*		very usable

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: Excellent dictionary, almost no errors. I used these volumes for 13 years in LAO classes. They were of much use. Even though there has been a number of changes in LAO since 1975 these volumes are still of great value. It would be worthwhile to revise and reprint them.

Evaluator: W. G. Yates Date: 10-9-85

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

(lg) LAO

(text) Kerr, LAO - English Dictionary

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary		✓	
b. grammatical approach			✓
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography		✓	
Included in entries:			
a. etymologies	✓		
b. definitions/explanations	✓		
c. translation equivalents	✓		
d. transliterations			✓
e. phonetic transcriptions of pronunciation	✓		
f. grammatical information	✓		
g. examples	✓		
h. use of entry in phrases, idioms	✓		
i. syllable division			✓
j. cross-references to other entries	✓		
k. information on style levels	✓		
l. information on regional, dialectal variation	✓		
m. warnings about language learner errors			✓
n. cultural information	✓		
Are examples			
a. literary quotations			✓
b. quotations from oral sources	✓		
c. contrived for purposes of discussion			✓
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?	✓		
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: W. G Yates Date: 10-9-85

Y = yes; S = somewhat; N = no

Marcus, Russell. English-Lao, Lao-English Dictionary. Rutland, VT: Charles E. Tuttle Company, 1970. (Fourteenth printing, 1981)

Specific language/dialect taught: Lao, Vientiane dialect

Type of text: dictionary

Publication information: 1985 price $10.50. Copy at CAL.

Intended users: students of Lao

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: in English-Lao part, in script and transcription; in Lao-English part, in script only

Physical quality of book: excellent

Editorial quality of target language: all right. Some non-nativisms.

Editorial quality of English: excellent

Overall organization of text:
Guide to using the dictionary
English-Lao dictionary: ca. 8000 words, with Lao equivalents
Lao-English dictionary: ca. 8200 words, with English equivalents

Vocabulary areas covered: n/a

General comments:

CPT page label: LAOMARCA1

LARC staffer: BBR

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) LAO
(text) Marcus, LAO Dictionary

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			Vientiane Dialect acceptable to educated native speakers
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			goals to present a "glossary" of English-LAO LAO-English
Are the materials usable in language teaching contexts?	✓	*		as a source of words

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	✓
Dictionaries	✓

Electronic Aids	

Comments: This is a glossary not a dictionary. Only the most obvious (and not always the Central) meaning of words is given and no examples of usage are provided. Minor errors are common (particularly in the transcription. Its size make it usable by students.

Evaluator: W.G. Yates Date: 10/9/85

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

(lg) LAO
(text) Marcus LAO Dictionary

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography	✓		
Included in entries:			
a. etymologies			✓
b. definitions/explanations			✓
c. translation equivalents	✓		
d. transliterations			✓
e. phonetic transcriptions of pronunciation	✓		
f. grammatical information		✓	
g. examples			✓
h. use of entry in phrases, idioms			✓
i. syllable division	✓		
j. cross-references to other entries			✓
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations			✓
b. quotations from oral sources			✓
c. contrived for purposes of discussion			✓
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?	✓		

(LAO)

Evaluator: W.G. Yates Date: 10-9-85

Y = yes; S = somewhat; N = no

Soukbandith, Bounmy. Modern English-Lao Lao-English Dictionary. San Diego, CA?: KNI, 1983.

Specific language/dialect taught: Lao, Vientiane dialect

Type of text: dictionary

Publication information: distributed by Konseng Soukbandith, P. O. Box 4741, San Diego, CA 92104 (619) 262-7747. Copy at CAL.

Intended users: Lao learners of English

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: in standard Lao script, small print

Physical quality of book: fragile; pages will fall out with much use

Editorial quality of target language: good

Editorial quality of English: good

Overall organization of text:

English-Lao word list: ca. 13,200 words. Part of speech of English word is given, with rendition of English pronunciation given in Lao script, then Lao equivalent.

Lao-English world list: ca. 6250 words. Part of speech of English word is given.

Vocabulary areas covered: n/a

General comments: Lao phonetic rendition of English is inaccurate - the same symbol is used to represent ch and s, sometimes k and g, p and b, t and d, etc.

CPT page label: LAOSOUKA1

LARC staffer: BBR

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) LAO
(text) Souk bandith

META - CRITERIA Modern LAO Dictionary

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?				Vientiane Dialect acceptable to educated native speaker
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		As a large glossary for LAO speakers' IT IS fair. for English-Speaker IT IS minimally useful
Are the materials usable in language teaching contexts?	*	✓*		as a vocabulary source after learning to read LAO

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: This glossary (not actually a dictionary) is fairly large (more than 6000 entries). IT provide a minimum amount of information about LAO words. There are many errors — some in translation. Most errors (transliteration, etc) are in the English to LAO part.

Evaluator: W.G. Yates Date: 10-9-85

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

(lg) LAO
(text) Modern LAO Dictionary

BILINGUAL DICTIONARY EVALUATION

Does the date of the dictionary render it old-fashioned in

	Y	S	N
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography		✓	

Included in entries:

a. etymologies			✓
b. definitions/explanations			✓
c. translation equivalents			✓
d. transliterations			✓
e. phonetic transcriptions of pronunciation			✓
f. grammatical information			✓
g. examples			✓
h. use of entry in phrases, idioms			✓
i. syllable division			✓
j. cross-references to other entries			✓
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			✓

* Poor guides for Eng. *

Are examples

a. literary quotations			✓
b. quotations from oral sources			✓
c. contrived for purposes of discussion			✓

Does the dictionary have an introduction or appendices presenting information of use to the language learner? ✓

Does the dictionary approach full coverage of the vocabulary of the language? ✓

Is the dictionary primarily aimed at the English speaker? ✓

Can the dictionary be used by beginning students of the language? ✓

Evaluator: W. G. Yates Date: 10-9-85

Y = yes; S = somewhat; N = no

Electronic Materials